



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Al Maharat Private School

Academic Year 2015 – 2016

lqraa

Al Maharat Private School

Inspection Date	May 16, 2016	To	May 19, 2016
Date of previous inspection	N/A	To	N/A

General Information	
School ID	258
Opening year of school	2015
Principal	Mohamed Khalil Banat
School telephone	+971 (0)2 205 9000
School Address	Shakbout City, Plot 25, Street 33, Abu Dhabi
Official email (ADEC)	Almaharat.pvt@adec.ac.ae
School website	www.Almaharatschools.com
Fee ranges (per annum)	Low range: AED 15,000 – AED 19,650
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum	-----
External Exams/ Standardised tests	Ministry of Education (MoE)
Accreditation	-----

Students		
Total number of students	326	
Number of children in KG	142	
Number of students in other phases	Primary	157
	Middle	27
	High	0
Age range	3 years 8 months to 12 years	
Grades or Year Groups	KG1 to Grade 6	
Gender	Mixed	
% of Emirati Students	34%	
Largest nationality groups (%)	1. Jordanian: 19%	
	2. Syrian:	12%
	3. Egyptian:	10%
Staff		
Number of teachers	33	
Number of teaching assistants (TAs)	8	
Teacher-student ratio	KG/ FS	1:18
	Other phases	1:20
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	72
Number of joint lesson observations	3
Number of parents' questionnaires	N/A
Details of other inspection activities	Meetings with students, staff, senior leadership team, parents and a representative of the owner; scrutiny of students' work; review of documents and policies; observations of other school activities.

School	
School Aims	• 'Seeking to have an innovative teaching focuses on innovation and creativity • Enrich students' knowledge of the UAE national identity and to be proud of their heritage, traditions and culture and also strength the sense of Loyalty. • Bring a generation who is capable of research, investigation and get the information in a competitive way comparing to others around the world. • Build the students' personality covering the psychological, cultural, and social aspects as well as the self-confidence • Cooperation with the local community for achieving the success of the educational process and transfer others experiences aiming for the best. • Focus on achieving justice in term of communication and behaviour and spread the principles of respect and tolerance. • Dissolve all the students' negative influences from different environments and achieve an attractive and unified school environment • Entering the twenty-first century with all the



	technology changes, informative revolution and coping with these changes for the pursuit of development • Achieving the aims of the Abu Dhabi Government and Abu Dhabi Education Council in all aspects to build a loyal, creative and innovative citizen who can compete globally • Overcome the difficulties faced by learners and merge SEN Students in the school community among with their fellow students.'
School vision and mission	The school's vision is: change education for life. Its mission is to provide a multicultural educational environment for students in which they achieve academic success, personal growth, become socially responsible and active global citizens with an appreciation of learning as a lifelong process.
Admission Policy	The school's admissions policy is inclusive, consisting of an interview with KG children to identify their readiness for school. Admission to other grades is based on entrance examinations and reports from previous schools.
Leadership structure (ownership, governance and management)	An executive board, consisting of the school's owners, educational consultants and the principal, provide governance. Within the school, there is a large leadership team made up of almost a quarter of all staff and includes the principal, who has been in post for just two months, the VP, heads of phases, heads of departments such as HR, and health and safety and security.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	1	0
Specific Learning Disability	4	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	2	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	2	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	19
Social maturity and leadership	5
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	3
Psychomotor ability (e.g. dance or sport)	8

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (B)	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The overall performance of Al Maharat Private School is acceptable. The school opened in September 2015 and has established a number of clear policies and procedures to support a purposeful learning environment. The key strengths of the school are the students' behaviour, their understanding of Islamic values and their appreciation of the culture and heritage of the UAE. The school provides effective protection and care for its students and the new school building is well designed to support the curriculum. Attainment and progress across all key subjects, in all phases, is acceptable. The quality of teaching and assessment are acceptable but there are many inconsistencies across grades and subjects. The use of assessment to inform lesson planning and meet the needs of individual students is limited. Students who have additional learning needs, and those who are more able, are not consistently supported in lessons and do not always make the progress they are capable of. Students have insufficient opportunities in lessons to develop problem solving, independent and critical thinking skills. In the Kindergarten (KG), lessons do not always provide adequate opportunities for children to learn independently and through creative and active play. Curriculum implementation is mostly acceptable.

Progress made since last inspection and capacity to improve

This is the school's first inspection since its opening in September 2015. The school has a new leadership team with the principal and vice principal having been in post for just two months at the time of the inspection. It is well staffed and adequately resourced. The school's leadership is well supported by a board of governors who have substantial experience in setting up new schools. In its first year of operation, the school has achieved a great deal. There are a number of new policies, practices and initiatives that now require evaluation in terms of their impact on student learning. The school's capacity to improve is acceptable.

Development and promotion of innovation skills

Senior leaders are committed to planning for the promotion of innovation across the school and have incorporated this into teachers' weekly lesson planning formats. There are a number of planned, whole school events where students have the opportunity to show-case new ideas and demonstrate their skills. For example, during the first whole school Innovation Day, students in Grade 3 presented a range of class mathematical projects including a cityscape, depicting their understanding of solid shapes. More-able students in Grade 6, routinely work with specialist teachers to write lyrics and music for school anthems, which are shared with other

students during whole school assemblies. Participation on the school council gives some students the opportunity to demonstrate leadership skills. An able child in Grade 6, in her campaign to lead the student council, independently created a promotional video, which she posted on the internet to encourage her peers to vote for her. A number of subject led special celebrations also provide opportunities for students to share a wider range of skills. In a celebration of date palms during the inspection week, for example, boys from Grade 5 shared their traditional Yola dance skills whilst girls from the same grade shared their research about the benefits of date palms for health and for building purposes. Whilst there is a strong emphasis on the development of innovative practices through special events, lessons do not routinely provide sufficient opportunities for all students to develop innovation and critical thinking skills.

The inspection identified the following as key areas of strength:

- students' good behaviour and their commitment to their learning
- students' good understanding of Islamic values and their respect and appreciation for the culture and heritage of the UAE and their home countries
- well-established systems for ensuring the health, safety and security of all students and the suitability of the school premises to support the learning needs of all students
- the commitment demonstrated by staff towards school development initiatives
- clear systems and policies set up by the senior leadership team and the school's owners to ensure the smooth and calm learning environment where students can focus on learning.

The inspection identified the following as key areas for improvement:

- consistency in the quality of teaching for effective learning to ensure that students of all abilities are sufficiently engaged, supported and challenged
- the accurate and effective use of assessment information to identify gaps in students' achievement, and inform the planning and delivery of lessons
- teachers' planning and delivery in all lessons to provide opportunities for students to develop research, collaborative learning, innovation and critical thinking skills, and including the use of technology
- opportunities for Kindergarten (KG) children to take active part in their learning; to explore, make choices, express themselves creatively and develop fine-motor skills
- accurate and rigorous evaluation of the school's performance, including lesson observations to ensure that improvement planning is focused on student learning.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
English	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Science	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	

Student achievement is acceptable overall. The only available MoE assessment data, which is for the second semester of the current school year, shows most students attaining above expectations in many subjects. Evidence from lessons and scrutiny of students' work indicate that most students perform at age-appropriate standards in all subjects. Progress in most lessons is acceptable.

In Islamic education, most students attain knowledge and skills in line with curriculum expectations. KG2 children are able to name Prophet Mohammed's (PBUH) wife, mother, uncle and grandfather. At the end of Cycle 1, most Grade 5 students can list the rights of servants as stated in 'Hadeeth'. In lessons, most Grade 6 students demonstrated their knowledge of 'Tajweed' rules. Students' recitation skills across the school are weak and are not being adequately developed in lessons.

In Arabic, students' listening, reading and basic writing skills are in line with expectations in all phases. KG2 children are able to write key letters and use their long vowel forms. By Grade 5, students are able to read short texts accurately and identify the main themes of the text. Across the phases, most students make acceptable progress in their understanding and application of grammar rules. Most Grade 6 students know how to turn 'active voice' into 'passive voice' sentences applying appropriate grammar rules. The progress of more-able learners is limited due to the lack of differentiation in many lessons, which leaves all students working at tasks at the same level. Students' speaking skills in standard Arabic are variable, as are the models of spoken standard Arabic provided by teachers. Too few students use standard Arabic to communicate with each other or with their teachers. The development of extended writing skills is limited due to an emphasis on textbooks exercises in lessons that require single word or short sentence responses.

In social studies, students' attainment is acceptable and their progress is secure. In KG classes, for example, children are able to identify flags for the UAE and other Arab countries. In the primary grades, students are able to reflect on their rights as individuals and the rights of others around them. In a special assembly, a group of students demonstrate their understanding of how to resolve conflicts between family members by applying human rights laws as well as referring to Islamic values through a role-play activities.

Students' make acceptable progress in most English skills. Their reading skills are well developed through a focus on high frequency and sight words in almost all lessons. In KG 2, many children are able to read unfamiliar 'ee' words using their knowledge of letter sounds and consonant blends. Across the school, there is a strong emphasis on completing worksheets focusing on grammar skills. Consequently, students' knowledge of grammar rules develops well, although these are less well applied in most students' writing. Extended and imaginative writing skills are less well



developed through a lack of planned opportunities for students to write stories or share their views in writing. Students' speaking skills develop at a slower pace as a result of many lessons being dominated by teacher talk. In KG classes most children respond to questions with single words or short sentences. Throughout the primary and in Grade 6, students have few opportunities to discuss and share their views or make independent presentations. In a few lessons, opportunities are provided for students to create persuasive arguments as part of a class debate. In a grade 5 lesson, students identify arguments in favour of and against increasing the number of physical education (PE) lessons in their timetable. Despite the very limited time allocated to this task, a few students make best use of the time to rehearse speaking skills.

Students develop secure numeracy skills across the school. In KG 2 classes, a majority of children are able to order numbers to twenty accurately, identify one more and one less and identify the hour on an analogous clock. Grade 2 students are able to recognise simple fractions of shapes. Grade 5 students confidently use thermometers to measure temperature using both Fahrenheit and Celsius measures. To supplement the textbook tasks, there is a growing emphasis on practical work in many mathematics lessons to support students' understanding of basic concepts. Students in the primary and middle school have limited opportunities to apply their mathematical learning to real life situations or apply their learning to investigative tasks.

In science, KG children develop a satisfactory understanding of basic scientific concepts, such as which clothes to select to suit the weather. Through the primary phase, students develop a secure knowledge of scientific facts; for example those related to conduction, electricity and energy conservation. Grade 6 students begin to participate in practical experiments to show chemical reactions between substances. Students' factual scientific knowledge and understanding is acceptable. The development of scientific investigation skills is less consistent with too few opportunities for students to formulate hypotheses, devise experiments and report their findings. In a few boys' lessons, teachers, due to a concern about behaviour, closely control access to scientific equipment. Consequently, some boys do not make adequate progress in their practical scientific investigation skills.

Most students have very positive attitudes towards their learning. The development of students' learning skills is weak. KG children are given few opportunities to make choices about the activity they participate in, the range of resources they are able to use in their tasks or which medium to use when completing a creative task. This greatly limits their independent learning skills and reduces their opportunities to interact with and investigate the world around them. In a large minority of primary and middle school lessons, students are passive learners due to the lack of

opportunities and encouragement provided for them to take leadership of their learning. When encouraged to do so, students work well in collaborative groups. In a majority of lessons, however, teachers refer to working collaboratively but ask every child to fill in a worksheet individually, leading to low-level development of learning skills. A few students demonstrate age appropriate research skills and these are mostly evident in work they complete at home. There are too few opportunities for students to use technology in lessons.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	
Students' personal and social development is acceptable. Most students demonstrate positive attitudes and enjoy school life. This is reflected in the good attendance rates of around 95%. Students share good relationships with one another and report that they enjoy learning about other countries and cultures from their friends. Almost all students are courteous and polite towards the adults in the school. A few students report that their teachers are very caring towards them and support them both emotionally and with their work. Students are afforded a number of leadership opportunities during the school day: to lead assemblies, to support behaviour management or as student counsellors. Most students demonstrate a sound understanding of safe and healthy living. For example, KG children are aware of the need for seat belts on buses and airplanes. Grade 5 students have prepared a guidance brochure for those undertaking Hajj, on how to take care of themselves during their pilgrimage. Most students have a good understanding of Islamic values and the impact these have on daily life in the UAE. This is evident in assemblies and around the school. KG				

children repeat the appropriate ‘Du’aa’ (prayer) before every snack time and many students take the opportunity to use the specialist facilities for prayer sessions during the day. Older students are aware of the UAE’s economic and cultural heritage, including dance forms. Students are also supported in learning about the other cultures represented in the school community. This enables many older students the opportunity to consider the similarities and differences between the cultures and traditions.

The school is developing a number of links with the local community, including safety, recycling and cultural projects in Abu Dhabi and surrounding regions. An ongoing gardening project, where all classes are invited to create a school garden, is supporting their awareness of their responsibilities within the school community. Students enjoy taking part in school activities but only a few are involved in initiating these projects. Most students take care of their immediate surroundings, although many older boys rely on support staff to clear up after them in the school canteen.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	
Assessment	Weak	Weak	Weak	
The quality of teaching and assessment is acceptable overall. The quality of teaching observed by inspectors ranged from good to weak. Most lessons were deemed to be acceptable or better. Most teachers have a secure knowledge of their subjects. In the KG phase, a few teachers do not have the appropriate pedagogic knowledge about how younger children learn and develop. Consequently, there are too few opportunities in lessons for children to independently explore the world around them or to learn through active and creative play. In a majority of lessons in the KG, children are expected to wait and be told which activity to do and how to do it. This often results in much lost learning time as children either watch others participate in a task whilst they wait for their turn in lessons. Across the school, in the most effective lessons, teachers explain new concepts and relate these to students’ own life experiences, which increases their understanding.				



The school has introduced a planning format but all teachers have not yet adopted this. A small minority of teachers share the lesson's objective with students at the start of the lesson and return to this during the plenary to reinforce the key concepts. Teachers' planning does not routinely identify carefully worded objectives that meet the different needs of students in the class. Consequently, lessons are often targeted at one level of learning, with limited support tasks for those who need additional help. More-able students are often supplied with additional worksheets that reinforce key concepts at the same level and do not challenge the student's thinking. In a few lessons, particularly English lessons in the primary phase, teachers use questions to challenge and stimulate students' thinking and understanding. In the large majority of lessons, activities are teacher dominated or textbook and worksheet led, leaving too few opportunities for students to develop critical thinking, problem solving or independent learning skills.

The school has introduced several internal assessment systems, including diagnostic tests in a range of subjects to identify the gaps in students' learning in a particular topic. These are at the early stages of implementation. This is particularly successful in mathematics in the primary phase, where teachers create a few remedial lessons to support gaps in knowledge and understanding. The moderation of these assessments, and the analysis of external data, such as results of the MoE assessments, is not yet sufficiently well embedded into the school's practices to benchmark students' attainment and progress. There is limited use of assessment data to plan lessons to meet the needs of all students. Consequently, all students do not make the progress they are capable of. In many lessons, teachers assess students' understanding through choral responses to questions. This does not enable them to judge individual students' understanding. Students' work in their books is not always corrected and often consists only of ticks. There are few comments made on students' work which would enable them to know how well they have done or what they need to do to improve their work. A few English teachers successfully use a writing assessment rubric that assesses students' writing, focusing on spelling, sentence structure, punctuation, handwriting and the richness of the ideas expressed. This is shared with students and parents so that they know where they have been successful and what they need to improve. In a few effective lessons, students are given time and opportunity to assess their own work at the end of the lesson. Many lessons end too abruptly for this practice to be given appropriate time and attention.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	
Curriculum adaptation	Acceptable	Acceptable	Acceptable	

The quality of curriculum design, implementation and adaptation is acceptable. The school delivers the MoE curriculum. In many subjects in the primary and middle phase classes, there is an over-reliance on subject specific textbooks, though this supports teachers in planning for the continuous and progressive development of knowledge and skills. A few teachers supplement the textbooks activities with practical tasks, particularly in mathematics and science lessons in the primary phase. The KG curriculum is less well planned to meet the needs of young children. In most lessons too much time is taken up by children watching and continually repeating songs and rhymes from commercial sources with limited opportunities for them to create their own language structures. Links between different areas of learning are planned well in KG lessons, through thematic projects. There are limited links made between the content of different subjects across the rest of the school. The school has conducted a review of aspects of its curriculum in its first year to support the needs of a new school population.

Curriculum modification and implementation does not always ensure that the needs of all students, particularly those who have special educational needs (SEN) and additional support or those who are more able, are planned for, or met. There are few planned opportunities for independent research during the school day, which limits the development of higher order planning and thinking skills. The school organises a range of extracurricular clubs for one lesson each week. These include physical and cultural activities as well as subject led sessions. Opportunities for students to develop enterprise and entrepreneurial skills are very few. Curriculum planning ensures that students develop a strong awareness of Emirati culture and society through special projects and visits to local places of interest.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	
Care and support	Acceptable	Acceptable	Acceptable	

There is a caring atmosphere around the school with effective procedures in place to ensure the health, safety and protection of students. Staff and students have received child protection training; this has not yet been extended to parents. Student councillors are currently creating information leaflets to share safeguarding information with parents and the wider school community. Emergency evacuation procedures are practised throughout the school year and students are able to reach a point of safety quickly. During the inspection week, some emergency exit routes were partially blocked by stored equipment. Regular safety checks are completed to ensure student safety at all times of the school day, including their transportation to and from school. Risk assessments are appropriate and emergency evacuation drills are regular and well organised. Supervision is satisfactory and ensures a calm environment for learning. Support staff keep good maintenance records and ensure that all incidents are dealt with appropriately. The school's new premises provide a safe and suitable environment for learning, with access to all areas, including access for those with physical needs. The school nurse is developing systems for calculating Body Mass Index to identify and support students who may be in danger of becoming obese. This promising initiative has not yet been implemented fully. The nurse provides workshops about healthy eating across the school.

Staff-student relationships are positive and respectful. The school has developed the use of an effective system to promote good behaviour. In many classes, parents and teachers work together using this method to acknowledge, reward and monitor students' behaviour. The school's systems for recording and promoting attendance are appropriate. The school's procedures for identifying students with special needs are developing well. Parents and medical practitioners are part of the diagnosis process, providing information so that the special educational needs coordinator (SENCO) can create Individual Education Plans (IEPs). A number of parents of students with special needs, report that they are provided with regular updates on their child's needs and progress. Support for students with special educational needs

is less well established. Some students are supported in lessons but this is not consistent and the quality of the support is variable. Many students who are more-able are not supported in lessons through the planned work or extension tasks. As a result, these students do not make sufficient progress. Students' well-being and personal development, particularly those with behavioural issues, are well monitored by teachers.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
The quality of leadership and management is acceptable. There is a strong school vision, formulated by the school's owner, which is focused on the development of students' personal and academic development and, in particular, the contributions they can make to the world around them as caring and considerate citizens. The principal and vice principal have only been in post for two months and are beginning to develop a range of school policies and procedures. The extended senior leadership team includes administrative staff and an English coordinator. The school leadership is further supported by two education consultants. All have clear job descriptions and areas of responsibility. Not all senior leaders demonstrate a clear and accurate understanding of the best practices in teaching for effective learning. Consequently, policies and practices are not yet sufficiently focused on optimising student attainment and progress. Staff morale is generally positive. There are a number of new subject coordinators each bringing with them new ideas and suggestions for their area of the curriculum, who need guidance and support from senior leaders to support effective development of their subject. The new senior leadership team has set up adequate self-evaluation procedures and included input from the wider school community. In the early days of the process, judgments in the school's self-evaluation document (SEF) are generous and there is, understandably, insufficient evidence to support the judgments. The school	

development plan (SDP) is insufficiently focused on the impact of improvement activities on student learning. Procedures for monitoring teaching and learning are in their infancy. Senior leaders carry out regular short observations, a process which is highly appreciated by staff. The feedback from these observations varies in quality and is not focused precisely enough on outcomes in student learning. Lesson observation feedback does not routinely provide clear guidance on how teachers should improve their practice or make connections with teachers' professional development needs.

The school is developing positive links with parents and the local community. The new principal has sought parental views about various aspects of school life. A parents' council has been formed and is beginning to define its role and purpose. Parents receive regular reports and information about their child's education, including curriculum and homework information as well as daily behaviour records for those who require this information. There are termly meetings for parents to meet teachers and discuss their child's progress. Written reports are limited to examination marks and do not include comments regarding academic progress or personal and social development. The school is developing further links with other schools in the same group and with local and national organisations to enhance student learning.

The school has an effective governance structure which benefits from its experience of developing other schools in the group. The role of the governing body is to provide support, both financial and advisory, seek the views of the wider community and to liaise with external statutory bodies. The board seeks parental views and periodically monitors the work of the school. The board has arranged substantial training and professional development for teachers, delivered mostly by more established senior staff in other schools in their group. Most recently, the owner and his representative have made significant contributions to the selection and deployment of new senior staff, including the current principal.

The school's management, staffing and resources are acceptable. The school is well organised and runs smoothly on a day-to-day basis. The school's routines and systems lead to a calm and purposeful learning environment. The school is adequately staffed with most teachers being appropriately qualified for the subjects they teach. All KG classes have a teaching assistant whose role is limited to organising resources instead of supporting individual children's learning. The new school premises are well designed for a growing school population, with several specialist rooms and laboratories, which are well equipped. Whilst building works are completed, there is limited access to the school's gymnasium, resulting in a reduced number of physical education lessons. Resources in some lessons, particularly science lessons, are limited. The KG is well equipped and resourced including large play equipment.

What the school should do to improve further:

1. Improve the quality of teaching for effective learning to ensure that all students make good progress in all lessons by:
 - i. planning tasks that provide support for less able learners
 - ii. planning extension and challenging tasks for students who are more able
 - iii. consistently using assessment strategies to check on individual students' learning in the lesson
 - iv. providing feedback on students' work so that they know what to do next and how to improve
 - v. providing regular opportunities for students to develop their problem solving, critical thinking and independent learning skills.
2. Improve the range and quality of learning in the Kindergarten by:
 - i. providing daily planned opportunities for children to learn through play and exploration and by making personal choices
 - ii. raising expectations for children to learn independently, without teacher direction
 - iii. providing training for all KG staff so that they have a deeper understanding of how best to support children of this age.
3. Focusing leadership at all levels on student learning and attainment by ensuring that:
 - i. assessment data is accurately analysed to identify common gaps in learning
 - ii. teaching is focused on remedying gaps in learning and appropriate intervention strategies are planned to support student attainment and progress
 - iii. lesson observations are better focussed on the outcomes achieved by students rather than the skills of the teachers and teachers are provided with more precise guidance for improving their practice
 - iv. school development initiatives are monitored rigorously to assess their impact on student learning.